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Reports from the Classical Field

Edited by J. J. SCHLICHER

It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Everyone interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind., or (for New England) to Clarence W. Gleason, Volkman School, 415 W. Newbury St., Boston, Mass.

RECENT CLASSICAL MEETINGS IN THE STATES

Meetings were held this winter in a larger number of states than usual. All the meetings, with the exception of that in Vermont, were held as sections of the state teachers' association. The Wisconsin meeting was held in November, the Vermont meeting on December 5, and all the rest during the Christmas vacation. Newly formed sections met for the first time in Wisconsin, California, and Ohio. In California only the northern part of the state was represented, the southern half holding its meetings at another time of the year. The Ohio meeting was a section of the Ohio College Association, and was, consequently, different from the others in its character. Below are given the programmes of the meetings with a brief summary of a number of the papers.

California.

"Making the Study of the Classics Worth While," Professor James T. Allen, University of California.

"The First Year in Latin," Monroe S. Deutsch, University of California.

It is to the interest of all students, whether they study Latin only two years, or longer, to pass more quickly to reading. Much of the syntax taught, such as conditional sentences, wishes, the supine, the dative of reference, the various temporal clauses, etc., have no place in the first year. The principal parts of comparatively few verbs need be learned, and in learning words the emphasis should be on their meaning and not on such things as genitives and gender. The time thus gained should be employed in stressing the really essential words of the vocabulary and in beginning to read earlier.

"Some Needed Changes in the Teaching of the Classics," Chas. B. Gleason, San José High School.

The paper insisted upon the present-day value of classical study, but held that changes are necessary to meet the demand for results as shown in mastery of the language. We need beginner's books stripped to the essentials of grammar, with a

maximum of easy reading; composition should be left for the college. A broad selection of authors should supplement Caesar, Cicero, and Virgil. Cicero's orations are somewhat objectionable on ethical grounds. Let the goal be a reading knowledge of easy prose. There is no valid objection to non-classical prose, except for purposes of composition. Justinian's *Institutes* would be a valuable addition to the third or fourth year course.

Colorado.

"The Classical Teacher's Leisure Time: What Shall He Do With It?" Ella R. Metsker, University of Denver.

It was suggested that leisure time can best be used to make the acquaintance of some other branch of learning, to mix with the world about you, especially the young, and learn to appreciate its interests, to seek the flavor and throw away the shell in any outside reading of the classics themselves.

"Iota Subscript or Idomeneus of Crete?" Ralph S. Pitts, East Side High School, Denver; discussed by A. H. Dunn, Fort Collins High School.

The paper illustrated by a typical recitation, presented in detail, in the *Iliad* (iota subscript) and the *Aeneid* (Idomeneus of Crete), how the stumbling and fumbling ways of a Greek or Latin class do, nevertheless, lead to sound habits of observation, investigation, and reasoning, and open up to the pupils a vision of a world of culture, how they gradually form those habits and attitudes of the mind which are fundamental to all intellectual activity.

"The Teaching of Virgil," Milo G. Derham, University of Colorado; discussed by Ellen A. Kennan, East Side High School, Denver.

Indiana.

"First Year Latin Syntax," Lillian Carter, Princeton; discussed by W. L. Carr, Indianapolis.

Two results are to be secured in studying Latin syntax, the practical ability to use its principles in translation, and the development of language consciousness. Latin develops the language consciousness more than a modern language, because it is so highly inflected that long consideration of grammatical principles is necessary to gain a working knowledge of the language. From the beginning the pupil should be led first to grasp the idea to be expressed by the inflected form. E. g., when the first dative is presented, the main stress should be placed not on the translation, but on the relation expressed by the dative. After several uses of a case or mood have been studied, with their varying translation, the pupil learns to be on the alert for the possibilities of the given form. The principles of syntax are fixed by repetition in regular lessons, and by reviews with original illustrations by the pupils.

"Nepos in the High School: An Old Experiment tried Anew," J. O. Engleman, State Normal School; discussed by Stella Peede, Goshen.

As a result of his own experience as a student and teacher, the writer urged that Nepos be used as a high-school text beside Caesar. The interest of the student in the *Lives*, even greater than his interest in the *Commentaries*, was attributed to the shorter sentences and simpler style of Nepos, the more frequent glimpses of customs and institutions, the delightful character sketches, the smaller amount of indirect discourse, and the greater variety presented by the lives of many different men, as compared with the narrow interest of Caesar. "If the first twelve weeks of the second year are given to the study of Nepos, the student will not only be growing in strength necessary for reading Caesar later, but will be doing a piece of work valuable for its own sake."

"An Appreciation of the *Oedipus Tyrannus* of Sophocles," Professor C. H. Hall, Franklin College.

The paper considered the Sophoclean treatment of the Oedipus myth from the

literary standpoint, and dwelt on the undying fascination of the play. Again and again attempts have been made to reproduce its tenor and charm by translation, but nothing is clearer than that the *Oedipus* still remains—in the Greek.

"A Latin Lyrist," Professor H. M. Kingery, Wabash College.

After a brief sketch of the life, circumstances, and works of Catullus, the writer illustrated fully several of the main lines of his poetry—his love for Lesbia, his relations to his brother and to Caesar, Cicero, and Calvus, and the epithalamia. The personal and emotional character of most of his verse was brought out at some length, especially the course of his infatuation for Lesbia, and his attachment to his brother. Many translations were given in English verse and the original meters.

"The Power of the Classics," Louis Howland, of the *Indianapolis News*.

Iowa.

"What Can Be Done by the Latin Teachers in the Classroom to Remove the General Impression that Latin Is not a Practical Study?" Louise Smith, Cedar Rapids High School.

"The Work in Iowa; its Relation to the Association," Professor F. C. Eastman, State University.

The preparation and equipment of Iowa high-school teachers of Latin. Nothing can take the place of knowledge of the subject, but contact with other teachers through participation in the Latin Round-Table meetings will do much to keep the work alive. Danger of becoming provincial. Relation of the Latin work in Iowa to that in other states, and the necessity of being in close touch. Value of the Classical Association of the Middle West and South as a nerve center for the classical work in the various states. Value of the *Classical Journal* as a live wire of communication between them.

Minnesota.

"How Shall we Teach Latin?" John E. Kenny, Central High School, St. Paul.

The paper, presented in English, though originally written in Latin, made a strong plea for a living study and use of Latin, holding that such a study would be a preparation, not for this or that author, but for all authors and all purposes whatsoever. A number of practical suggestions were made—question and answer, as well as other exercises in the classroom, should be in Latin from the start, there should be frequent use and repetition, in Latin, of words and phrases already learned, pictures of temples, houses and other objects may be drawn on the board and explained to the class in very simple Latin, stories may be told with those words which the class knows, Latin songs may be sung. The writer expressed the hope that a summer school might be established by Latin teachers, in which they might, through the instruction of someone who speaks the language, acquire the necessary facility to put his suggestions into practice.

"A School Fetish—Latin Composition," Josephine M. Tryon, Winona High School.

"Syntax: How much is necessary in the first two years?" Amy R. French, Plainview.

Missouri.

"The Place of Latin Prose in the High School," Lillian I. Shock, Warrensburg High School; Gertrude F. Liggett, Westport High School, Kansas City.

"Problems of First-year Latin," Norman Freudenberger, Springfield Normal School.

The problem of the class resolves itself into the problem of the slow pupil and can be solved in small high schools by individual instruction; and, where numbers justify, classes of the slower pupils may be formed.

The problem of the teacher is to know the relative importance, for the work in hand, of vocabulary, inflection, syntax, composition, etc. Vocabulary is essential and should include not only knowledge of words but knowledge of their relative importance. While inflection also is important, the test of efficiency is not an ability to recite paradigms, but to give immediately any form of any inflected Latin word. Syntax should be emphasized only so far as it is needful for the interpretation of the Latin sentence. Experience shows that the composition work done by a first-year Latin class should not be assigned as outside work, but should be done under the immediate supervision of the teacher.

Perhaps the most vital point of the teacher's problem relates to the method of attacking the Latin sentence. It is nonsense to dissect the sentence as a whole. The student should follow word for word, just as in his mother tongue. Some such result can be approached if the teacher at every recitation reads Latin sentences aloud to the class for translation.

Most of the new textbooks embrace too much material to admit of any easy reading during the first year, if their material is taken up independently. Time for such reading, however, is desirable and may be obtained by making it the basis of the study of some of the more difficult constructions, which then need not be taken up independently. It is well to have at least two months of easy reading before Caesar is approached.

"Report on First-year Latin Books," Katherine Morgan, Central High School, Kansas City.

"A Discussion of Caesar as Second-Year Latin," F. C. Shaw, Westport High School, Kansas City.

After discussing the two opposing views of the purposes of Latin study—training and preparation for the reading of Latin literature—the writer stated his own position as follows: "Our method of teaching Latin in the high school should be such as to give to every pupil the full benefit of the training and discipline that the language affords, and which the pupil's age admits of, at whatever point he may cease to study it."

The paper compared our own methods with those abroad, where two years are spent on drill work in constructions and vocabulary, with daily translation into Latin, before Caesar is taken up. The proposal was made to put off one book of Caesar, if necessary, into the third year. Especial attention was called to the necessity of a sure knowledge of vocabulary, and to the articles dealing with this subject in the November and December numbers of the *Journal*.

"What is the Prospect for Greek in the Secondary Schools and What, if Anything, Can Be Done to Improve It?" Isaac M. Judson, Central High School, St. Louis.

"An Interpretative Reading of Sophocles' *Antigone*," Frederic A. Hall, Washington University.

A brief review of the various Greek plays based upon the story of Laius' descendants was followed by a translation, partly metrical, partly in prose, of the important scenes. The relation of the choral passages to the several dialogues and each character's introduction was noted in passing. The translation used was one made by some of the writer's former pupils. The various characters were then sketched and attention called to the fact that universal sympathy is with Antigone, the violator of the law, while Creon who gets no sympathy is supported by the whole state. But he violates a higher law and suffers the severer punishment. The battle between the human will and the divine will was recognized by the Greek tragic writers as always in existence, since the two wills are never entirely reconciled. Over all are the eternal decrees of fate.

Nebraska.

"Thoroughness in the First Year's Work," Ethel Masters, Kearney.

"Meeting the Tendency toward Substitutions for Latin in the High School Course," Fred M. Hunter, Norfolk.

"Unity of Secondary and Higher Study," Professor F. W. Sanford, University of Nebraska.

"Co-operation among the Teachers," Flora Fifer, Nebraska Wesleyan University.

Address, E. J. Goodwin, Packer Collegiate Institute.

New York.

"The Personal Relations between Caesar and Cicero," Minnie D. Crofoot, Palmyra.

"Caesar as Seen through the Eyes of Cicero," Joseph P. Behm, North High School, Syracuse.

Cicero early recognized the ability and importance of Caesar, and as the latter sought his goodwill, his feelings toward him became of the kindest. He appreciated his generosity and clemency (*Pro Marcello*), but was disappointed when he would not restore the constitution, of which his views and Caesar's were irreconcilable. Hence his rejoicing at Caesar's death. The paper was illustrated by quotations from the Orations and Letters.

"The Inductive Method of Teaching Caesar," Dr. Frank E. Welles, Geneseo Normal School.

The teacher should have a definite plan. Rules of grammar and the different usages and constructions should be developed by questioning. From three or more examples the rule may be established, and the class, in the future be held responsible. After the different uses of *ut*, *cum*, etc., have been discovered, they should be collected in outline.

Information concerning the Roman army, camp, Gaul, etc. should be gleaned by the way. In assigned work, a definite topic should be given for each day: questions upon the entire range of the grammar tend to discourage the pupil. A programme planned for the week to accompany the reading is very helpful. Forms may be taken up on one day, constructions on another, prose on another, etc. Such a plan gives the pupils greater confidence and enables the teacher to emphasize such topics as he chooses.

"Greek in the High Schools," Superintendent J. R. Fairgrieve, Fulton; discussed by Principal Geo. J. Dann, Roslyn.

The disappearance of Greek in the high school is due partly to the removal of the incentive formerly offered by the requirements for college entrance and graduation with the A. B. degree, partly to the pressure of industrial conditions which demand earlier specific preparation along technical lines. The colleges still hold the high-school graduate with Greek in higher esteem, but the introduction of industrial high schools, and their encouragement by the state, confirm the tendency in the other direction.

"Greek in the Colleges," Professor John I. Bennett, Union University; discussed by Professor H. M. Burchard of Syracuse and Professor Charles Knapp of Columbia.

The great defect of American education at present is lack of definition, and nothing needs definition more than the college. As matters now tend, the college will either be eliminated as serving no purposes or else—and more probably—determined and defined as a place where nothing not vitally profitable is taught, and yet little or nothing which is immediately convertible into cash, where learning may be pursued in a liberal spirit without trade-mark affixed. This would be, in a manner, a restoration

of the old college. Literature as the record of the human spirit would hold high place—perhaps the highest—and in literature, Greek. At present the position of Greek could be improved by making the Greek better, by restoring the qualitative standard of work, by resisting the desire for imperfect results quickly got. Numbers, which have their value, could and should be increased by introducing courses in the elements of Greek in all the colleges.

“The Roman Theatre” (illustrated), Professor Charles Knapp, Columbia University.

Ohio.

“A Linguistic Speculation,” Professor John M. Burnam, University of Cincinnati.

The writer accepts Wundt's generalization to the effect that the history of language shows three important stages: 1. *Gegenständliches Denken*, when thought was purely objective and specific, dealing with separate individual acts and objects. Survivals in Latin, English, etc. 2. *Umständliches Denken*. Here man's speech reflects a series of scenes and situations, a set of moving pictures. 3. *Abstraktes Denken*, partly developed in ancient philosophy, wherein abstract and general terms make their appearance. These stages may be called objective, situational, and abstract. The situational stage is that of our Indo-European ancestors and is largely reflected in our ancient classics. Wundt's language theory coincides in its results with Usener's doctrine as to the development of the notion of the divine or supernatural from an individual phenomenon continually repeated and finally being ascribed to some god presiding over or accomplishing that act. If these two generalizations are correct, we may expect that in the distant future our language will become almost entirely abstract and general; that all literature dependent on figures of speech for its attractiveness will disappear and that the future poetry will more resemble philosophy than anything else we yet know. Religion will tend more and more to slough off the mythological element; but men will never really worship such an abstraction as a divine supreme being relieved of the incarnation of all human attributes.

“Our Number Signs,” Professor Daniel Quinn, Antioch College.

Amongst the Arabs many minor offices, such as those of tax-accountants, book-keepers, and amanuenses were given to Byzantines, who could do such work in the way in which it had been done under the bureaucratic Byzantine government. Arabs were not appointed to such positions until they had learned to do this work in the way in which the Byzantines had been doing it. These Byzantines employed the letters of their alphabet as number signs. And when the Arabs brought number signs into Europe, they brought those which they had learned from the Byzantines. This view is supported by two passages in the *Annals* of Theophanes (CSHB, 664, 9-12 and 575, 10-17), which inform us that the Arabs needed the help of Christian notaries on account of the numerals.

After having felt the probability of a Byzantine or Greek origin for our numerals, then by examining the forms of these signs we at once see that most of them are simple developments from forms of Greek letters.

“The Work of the American School at Rome,” Professor S. C. Derby, State University.

The writer compared the plan, support, and aims of the American school with those of the German, French, and British schools at Rome, gave a list of the prominent scholars who have taught there, and mentioned many of the younger men in our colleges who received part of their training there. Attention was called to the variety of courses, advantages, and attractions of the school.

Texas.

“How to Enliven Preparatory Classical Authors without Neglecting Grammatical Drill,” Professor W. C. Vaden, Southwestern University, Georgetown; Miss Helen Devine, Austin.

"The Needs of Preparatory Latin in Texas: Why Are We a Year behind the Best Schools?" Professor J. W. Williamson, McKinney; discussed by Professor R. A. Smith, Marshall.

The chief causes for our being a year behind the best schools are a lack of appreciation of the value of the study of the classics and a lack of teachers prepared to teach Latin. With material things engrossing our attention things spiritual and intellectual have been lost sight of. A boy is not sent to school that he may be educated, but that his earning capacity may be increased. Long before Texas had a reputable college there were numerous colleges and academies in the older southern states in which students were given a classical training. Thus these states had a supply of classically trained teachers while in Texas there was a dearth of teachers able to teach Latin. Consequently in many secondary schools Latin was either poorly taught or not taught at all. The establishment of the state university and denominational colleges in Texas has increased the number of teachers able to teach Latin. But we still need more teachers and more efficient teachers.

"The Performance of the *Agamemnon* at Harvard in 1906" (illustrated), Dr. W. J. Battle, University of Texas.

"Advantages of the Classical Association of the Middle West and South to the Classical Teachers of Texas," Professor J. M. Gordon, Trinity University, Waxahachie; discussed by Miss Ilse Frischmeyer, Cameron.

The classical teachers of Texas are men and women of the usual amount of intelligence teaching the classics either through choice or persuasion. They range from the young teacher who has had a few months in Latin and expects to "go off to school" and therefore, wants a little "brushing up," to the man or woman who has spent years in preparation, has valuable teaching experience, and is a real inspiration to the students. Teachers of the classics in the state are doing as good work as are the teachers of other branches, but the classics are being put to a severe test and will fare according to the way in which the teacher acquits himself. He must be able to show firstly, secondly, thirdly, and fourthly, the *practical* value of the study of the classics.

To a Texas teacher who has had good technical training in the Latin language—this is imperative—the principal advantage of membership in this association is the monthly visits of the *Classical Journal*. This is especially true of the high-school teacher who is first to meet objections to the study of the classics and who needs very much the effective help that this *Journal* brings to him while he is at work with his classes.

"The Future of the Classical Section of the Texas State Teachers' Association," Professor F. A. Häuslein, Normal School, Denton; discussed by Professor S. J. Jones, Salado.

The chief objection to remaining a section of the association is that only one session is allowed, while two are necessary to a successful meeting. On the other hand, the programme is printed in full and widely distributed, and there is prospect of obtaining a larger space in the sessions of the association in the future.

Vermont.

This was the third annual meeting of the Vermont section of the New England Association. President Buckham of the university expressed his belief that both Greek and Latin are needed if we are to retain the finest strain of our intellectual life.

"How Far is it Possible to Teach Greek and Latin Meters?"

Dr. Sweldius, of Middlebury College, suggested the use of the metronome as an aid in appreciating quantity and avoiding heavy stressing. Principal Harriman, of

Middlebury High School, spoke of the difficulty of teaching a new rhythm in which stress is subordinate to quantity, and thought that secondary schools could not be expected to do more than give thorough instruction of the mechanical details of the hexameter and pentameter.

"Classics through Translations only: What Would a Student Gain That He Would not Gain through the Originals, and What Would He Lose?"

Both speakers, J. P. Taylor, of Vermont Academy, and Principal Fuller, of Brandon High School made a plea for the collateral reading of good English translations of the classics, but to give such reading the highest value they held that the teacher must himself have a classical training.

"What Greek and Latin Authors Can Profitably Be Substituted for Those now Required for Admission to College?"

The speaker, Principal Thomas, of Rutland High School, advocated no change, but suggested the reading of the best passages, instead of a prescribed number of books.

"Demonic Lore among the Greeks and Romans," Professor Ogle, University of Vermont.

"The Value of *Viva Voce* Methods in Teaching Latin."

Principal Colburn, of Bellows Free Academy, advocated strongly this method for arousing the student's interest and increasing his vocabulary.

"The Teaching of First-Year Latin."

H. N. Wood, of St. Johnsbury Academy, held that the first-year books at present have many difficult features during the early part of the work; the problem which the beginner has to solve should be made more definite.

Wisconsin.

"The Field for a Latin Association," Professor M. S. Slaughter, University of Wisconsin.

The name should be changed to include teachers of Greek, and the meetings should be planned to appeal to all teachers of the two languages. The common ground is that of methods and the essential content of the classics, not that of intensive special investigation. An association is useful for protection against the attacks made on the classics as factors in education, for encouragement in helping the teacher to justify these branches to the patrons of the schools, for stimulation in helping to make the teaching more vital and affective, and to give the pleasure of meeting other teachers of the classics from time to time.

"An Eastern Latin School: Its Ends and Methods," Principal J. B. Dean, Beloit.

The school described was the Brooklyn Latin School, founded by the late Dr. Caskie Harrison, whose principle was "Individualism in Education." This was no easy adaptation of the work of the pupil to personal whims and limitations, but a shaping of each boy's course to meet his peculiar needs. The headmaster held in mind all the details of the work of each pupil, and was especially close to the teaching of the Classics, though that teaching was mainly in the hands of his subordinates. The boy who took his entire preparatory course in the Latin School had five years of Latin and three years of Greek. The introductory discipline in forms was thorough, and was supplemented by lessons in prose composition each year, and a final review of paradigms at the end of the course. There were no examinations for promotion, but their place was amply filled by a constant review of essential principles in class, and by sundry devices for compelling a student to keep a ready command of usual forms and constructions. The Roman genius thus felt in the classroom appeared also in the accessories of school life: the student paper was *The Centurion*, a Roman helmet was the school pin, the athletic emblem was the caduceus of Mercury with serpents intertwined and sur-

mounted by the winged cap. Even the yell was in Latin. The prize card inserted in books given as prizes bore a picture of the youthful Augustus, with the motto: "Fallere sollers," which the headmaster paraphrased, "Manners, not violence," or, "Taste and tact." Perhaps the Latin is better than the English in suggesting the resourcefulness and effectiveness of the Latin School.

"Latin as it is Taught: Strength and Weaknesses," Professor A. W. Tressler, Madison.

Discussion: "How to Popularize Latin."

"Developing a Classical Spirit in the High School," Principal C. E. McLenegan, Milwaukee.

Discussion: "Methods and Devices."

"Latin Clubs," Leta Wilson, Darlington.

"Is There too Much Digging and Grinding, and Can it Be Lessened?"

Professor E. W. Clark, Ripon.

Drill and thorough, careful work is necessary, but if carried on too persistently, will result in deadening all interest and stopping all real progress. Even in the first year individual Latin words may be made the basis for short talks. The life, dress, manners, ways of thinking of the ancients may be gradually illustrated. One of the best things to do is to give the class a full realization of what is contained in the text, the significance of the details in a description of a battle or a campaign of Caesar, the circumstances and purpose of an oration of Cicero. Variety and cheer may occasionally be added also by a brief quotation put on the board from some other author—an epigram of Martial, a lyric of Catullus, etc.

"Teaching Pronunciation," Mary Henderson, New London.

"Acquiring a Vocabulary," Mary Summer, Delavan.

"Diagraming as in Aid to Syntax," Professor A. W. Burr, Beloit.

The diagram represents to the eye the thought-relations of language by means of lines. Like the architect's plan, it guides the mind to the real. Horizontal lines for subject, verb, and object, and adjoining oblique lines for modifiers will give emphasis to the relations and help to make sure that they are seen. Explanatory abbreviations may be affixed to each oblique line. In the inflections the office of stem and endings may be set forth, and better understood by having the declensions written thus: *urb-s, -is, -i, -em, -s, -e*, etc., or the verbs: *ama + ba-m, -s, -t, -mus, -tis, -nt*. Such a diagram gives emphasis to every constituent part of the verb and its office, and reveals at once the genius of the inflected language. For it is not only the words, but even more the stems and endings that our pupils need to know.

Statistics of Foreign-Language Study in the High Schools.

The statistics of the United States Bureau of Education for the ten years 1895-96 to 1905-6 show an increase in the percentage of pupils studying English, history, and foreign languages (excepting Greek), and a corresponding decrease in the percentage of those studying the sciences (see the *Journal* for last June, p. 331). So far as the foreign languages are concerned, it appears that the increase was relatively large in French and German and moderate in Latin. The percentage of high-school pupils studying the different foreign languages throughout the whole country in 1895-96 was: Latin 46.18; Greek 3.11; French 6.99; German 12.00. Ten years later it was: Latin 50.34; Greek 1.23; French 8.85; German 20.96.

Different sections of the country and individual states show great variations from these figures. In the statements which follow, however, we shall confine our attention to the New England and middle states and to the Middle West, since it is in these sections that the public high school has reached its fullest development. Of these states, Massachusetts and Rhode Island have the largest percentage of high-school students enrolled in foreign-language classes. There, and also, to a less degree, in New Hampshire and Connecticut, the number of individuals in the language classes exceeds the total number of students in attendance, which shows that many pursue more than one language at the same time. In all the eastern states, except Pennsylvania, the number of foreign language students is very close to the total number enrolled in the schools.

Of the states in the Middle West only one, Minnesota, approaches the record of the eastern states, Ohio and Indiana following at some interval. In most of the middle western states the language students make up from $\frac{2}{3}$ to $\frac{3}{4}$ of the total number in the high schools. Only two, Michigan and Wisconsin, fall noticeably below this proportion. In Wisconsin less than half of all high-school pupils were studying a foreign language in 1905-6.

The greater proportion of language students in the East is largely to be accounted for by the fact that there three languages (Latin, French, and German) are studied by considerable numbers of pupils, while in the Middle West French, like Greek, is taken by an insignificant number, so that here only Latin and German are of importance numerically.

It appears from the table given below that the period of ten years (1895-96 to 1905-6) has in the Middle West, on the whole, been one of expansion for both Latin and German. Only in Michigan, Wisconsin, and Illinois the percentage of high-school students pursuing Latin has been stationary or has slightly decreased. If we leave out of account Michigan and Wisconsin, where the proportion of Latin students is relatively low, the percentage of Latin students in these states for 1905-6 ranged from 45 to 63. The percentage of students pursuing German ranged from 13 to 29.

	LATIN		GERMAN	
	1895-96	1905-06	1895-96	1905-06
Ohio.....	50.1	58.1	10.7	19.7
Indiana.....	58.1	63.8	8.5	19.7
Illinois.....	45.9	45.5	13.1	22.2
Michigan.....	32.1	33.0	14.3	21.6
Wisconsin.....	21.7	20.9	22.1	27.4
Minnesota.....	54.1	55.0	13.6	29.8
Iowa.....	36.7	49.8	6.9	15.8
Missouri.....	42.5	50.9	10.1	13.0
N. Dakota.....	50.7	56.0	0.4	16.8
S. Dakota.....	32.7	49.4	3.7	14.1
Nebraska.....	40.9	57.4	4.8	13.1
Kansas.....	50.5	56.9	9.7	17.5

In the eastern states the number and proportion of students in both the modern languages has, almost without exception, increased rapidly during the ten years, while the percentage of those in Greek has fallen to about half, and the percentage of Latin students has, for the whole section, been about stationary. Latin has fared worst in the New England states, notably Massachusetts, Connecticut, and Rhode Island, where there has been a heavy decrease during the ten-year period under consideration. In New York and New Jersey, on the other hand, there has been a corresponding increase, while Pennsylvania remained about where it was at the beginning of the period.

	LATIN		GREEK		FRENCH		GERMAN	
	1895-96	1905-06	1895-96	1905-06	1895-96	1905-06	1895-96	1905-06
Maine.....	45.9	47.0	11.3	4.1	18.2	33.1	0.9	7.2
New Hampshire.....	52.9	49.0	7.8	2.1	20.0	42.9	2.9	6.3
Vermont.....	42.6	45.0	7.6	3.0	10.8	27.5	4.4	9.3
Massachusetts.....	51.6	38.8	10.1	4.3	37.9	42.2	9.2	17.9
Rhode Island.....	49.7	45.0	10.6	5.6	24.5	35.2	10.7	24.6
Connecticut.....	60.5	51.2	8.3	3.8	13.7	19.9	21.0	21.0
New York.....	34.6	47.8	4.4	2.0	5.5	14.7	18.5	37.4
New Jersey.....	39.3	44.5	3.3	1.2	5.3	9.3	27.2	18.1
Pennsylvania.....	54.8	54.2	2.4	1.4	4.9	4.9	18.4	28.0

It is especially noteworthy that in all the New England states, except Connecticut, the number of pupils studying French is much greater than the number studying German. The proportion is reversed in the middle states, and in the Middle West, as we have already stated, German is practically the only modern language studied in the high school. This state of things in New England has, no doubt, had much to do with the decrease in Latin and Greek. It seems evident that German is to be the leading modern language for high-school instruction in this country, for its gains have been very rapid in all sections. Where these gains have been made over and above a widespread instruction in French already existing, as in New England, the reduction in Latin and Greek has been a direct result. One should perhaps say that it has been a necessary result. For the proportion of the students' time which is devoted to foreign languages cannot be, and should not be, extended to unreasonable limits.

It seems to be true also that French is rather more naturally looked upon as a culture subject than German, whose advance is more directly due to an alliance with practical subjects and to its value as an instrument of investigation. French will therefore, where it is taught, be more readily accepted as a substitute for Latin than German would. And since it is a language of Latin stock, with many of the same fundamental traits in its literature, its substitution for Latin would commend itself on other grounds also. There is no likelihood of any such substitution however, except in New England, where it is due to the effort to have the high schools generally carry more than one ancient and one modern language in their curriculum.